



Early Career Training Programme

Clinic 4: Thinking hard Participant Workbook (Specialist)

**KEEP
GETTING
BETTER**

Name:

Session date:

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Pre-clinic tasks

The following tasks are to be completed before you attend Clinic 4. This should take no longer than 30 minutes to complete.

In Clinic 4, you will read and analyse 3-4 scenarios that consider the following teaching problem across a range of contexts:

How can teachers support all pupils to extend their thinking?

The scenarios will exemplify the four module principles below, demonstrating how teachers can support all pupils to extend their thinking.

Module principle	Description
Plan a knowledge-rich curriculum	In order to think critically, pupils need secure background knowledge. By specifying content meticulously in our curriculum, we can focus on building detailed mental models.
Sequence content so it logically builds	The curriculum best supports pupils to acquire well-connected mental models when content within it is logically sequenced. Sequence content so that it builds according to the logic of the subject matter. Develop understanding by linking new content to what pupils already know and can do.
Use questioning to deepen understanding	Pupils' understanding is strengthened when they are encouraged to explain, discuss and reflect on their thinking. Ask purposeful, open questions that support pupils to deepen and articulate their thinking in lessons.
Scaffold for success	The design of the task should enable all pupils to access it and experience challenge. Where pupils need scaffolds to successfully complete the task, their use should be carefully modelled at an appropriate point. Teachers should plan to remove scaffolding when pupils are ready, so that they experience independent learning.

These module principles are relevant to all teachers and can be applied across all contexts, regardless of phase, subject or setting.

The following two tasks will help you to familiarise yourself with the module principles before you attend the clinic. During the clinic, you will build on this prior knowledge by exploring the module principles in greater depth with the support of your facilitator, before applying these to your own practice.

Task 1

- Read the scenario below.
- Answer the questions, using the module principle as a guide.

Mrs Patel has thoughtfully adapted her year 7 PSHE lesson for pupils with social, emotional and mental health (SEMH) needs. These pupils benefit from structure, visual supports and explicit emotional-regulation teaching. Throughout the unit, pupils have been building a shared vocabulary for feelings, beginning with simple emotions like happy, sad and angry before gradually adding more nuanced words such as frustrated, annoyed and nervous. Alongside this, they have been learning to recognise their own emotional states using the Zones of Regulation (Kuypers, 2011), identifying whether they are in the Blue, Green, Yellow or Red Zone and practising strategies to help them return to a calm, ready-to-learn state.

To prepare pupils for a more complex activity, Mrs Patel begins the lesson with circle time. She uses a Zones poster and a mirror so pupils can look at their own facial expressions and match them to the Zones. She asks questions that revisit prior learning, ensuring that pupils are supported with visuals, for example:

- When we are in the Blue Zone what could help us feel better?
- When we are in the Red Zone what might help us calm down?

She then shows an emotion card with an angry expression and models her thinking aloud, using a mirror to demonstrate the facial cues: “This is Sam. He has kicked his football over the fence and is feeling frustrated. I can see he is in the Yellow Zone because his eyebrows are down and his mouth is tight. What might Sam do to help himself move back towards the Green Zone?”

To further support pupils, Mrs Patel offers a visual choice board with several options, enabling pupils to select an answer independently. Mrs Patel summarises their ideas clearly: taking time and space, deep breathing, counting to ten and talking to a trusted adult. She also reminds the class of trusted adults within the school.

She explains that today pupils will be thinking about how others might feel and what they could do to regulate their emotions, using the learning questions displayed with Zone-coloured visuals:

- Which Zone might they be in?
- What could they do to feel better?

Mrs Patel reminds pupils of the routine and expectations: quiet thinking time, partner discussion, then whole-class sharing, so expectations feel predictable and manageable. She presents each scenario with an emotion card and a Zone colour chart. After each one, she pauses to give pupils processing time before they talk with a partner.

To extend their reasoning, she ends the lesson with a challenge that removes the visual emotion card but keeps the Zones scaffold in place: “It is Aisha’s first day at a new school. Which Zone might Aisha be in?” followed by “What might she do to help herself move towards the Green Zone?”

After reading the scenario, reflect on the following questions and respond, using the table below:

Module Principle	Question(s)	Response
Plan a knowledge-rich curriculum	What is the key knowledge that pupils need to learn?	
Sequence content so it logically builds	Is this knowledge sequenced in a logical way? How?	
Use questioning to deepen understanding	What questions have been asked by the teacher to deepen pupils' thinking?	
Scaffold for success	What scaffolds are used to enable all pupils to access it?	

Task 2

- Take a moment to reflect on the module principles for this clinic.
- Consider a recent lesson you taught where you planned questions and scaffolds to support pupils to think hard about the content they were learning.
- Complete the table, reflecting on your experience.

Example: This is completed example for the first two module principles to support your thinking.

Module principle	Do you feel that you applied this module principle?	If yes , how did this module principle support your practice?	If no , what might you do next time to use this module principle?
Plan a knowledge-rich curriculum	Yes	Having studied the curriculum plan, I knew the key knowledge for the lessons in this unit. This meant that I could make sure pupils regularly retrieved this knowledge as part of Do Now tasks, to help it become more secure.	
Sequence content so it	No		I planned the sequence of content so that new material

Commented [LW1]: @Chloe Wardle This phrase might need tweaking, but I noticed it wasn't changed from a previous clinic template. A note to copy and paste this into the sec and prim workbooks too.

logically builds			would build on previous learning, but I didn't explain this to pupils as I thought it would already be clear. Next time I could begin the lesson by explaining how the new learning will build on what pupils have studied previously, and how they can use what they have learned before to help them in the upcoming lesson.
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Module principle	Do you feel that you applied this module principle? (Y/N)	If yes, how did this module principle support your practice?	If no, what might you do next time to use this module principle?
Plan a knowledge-rich curriculum			
Sequence content so it logically builds			
Use questioning to deepen understanding			
Scaffold for success			

Teaching problem

How can teachers support all pupils to extend their thinking?

Paired discussion

Reflect on your experiences of supporting pupils to think hard.

Questions:

1. Why is it important for pupils to think hard?
2. How can we support pupils to think hard through talk tasks?
3. How can we scaffold challenging tasks so they are accessible for all?

Notes:

What are module principles?

Module principles are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Module principles for extending pupils' thinking and supporting them to think hard.

Module principle	Description
Plan a knowledge-rich curriculum	In order to think critically, pupils need secure background knowledge. By specifying content meticulously in our curriculum, we can focus on building detailed mental models.
Sequence content so it logically builds	The curriculum best supports pupils to acquire well-connected mental models when content within it is logically sequenced. Sequence content so that it builds according to the logic of the subject matter. Develop understanding by linking new content to what pupils already know and can do.
Use questioning to deepen understanding	Pupils' understanding is strengthened when they are encouraged to explain, discuss and reflect on their thinking. Ask purposeful, open questions that support pupils to deepen and articulate their thinking in lessons.

Scaffold for success	The design of the task should enable all pupils to access it and experience challenge. Where pupils need scaffolds to successfully complete the task, their use should be carefully modelled at an appropriate point. Teachers should plan to remove scaffolding when pupils are ready, so that they experience independent learning.
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I do

Scenario

Miss Jenkins is a reception teacher in a specialist school for pupils with autism. She is working one-to-one with a child called Jaden, who enjoys sensory activities and loves being outdoors in nature. Recently, she has noticed that Jaden has been excitedly spotting signs of spring. Miss Jenkins would like to use this interest to develop recent learning on spatial reasoning and comparison, giving Jaden the opportunity to apply this in a new, meaningful context.

She sets up a small gardening patch in the outdoor area, with a range of tools and a tray of seeds and bulbs. Miss Jenkins then models and encourages Jaden to explore the soil, seeds and bulbs with his hands, noticing the different textures, sizes and shapes.

Miss Jenkins wants Jaden to consider which tool is appropriate for the size of hole needed and use the comparison vocabulary they have been working on (big, bigger, biggest etc.) to explain his choices. To support Jaden in extending his thinking and beginning to offer explanations for why things might happen, she has prepared some scaffolded questions in advance. However, Miss Jenkins is also mindful that Jaden benefits from clear, visual instructions. She provides a simple sequence of photographs (a jig) which helps Jaden understand what he needs to do, in which order and signals when the task is complete. She then introduces her questions gradually, giving Jaden extra time to process and respond. She uses gentle encouragement and positive reinforcement to build his confidence as he explores his choices.

Miss Jenkins: Ok, Jaden. First, you need to choose a seed or bulb to plant.

Jaden: [picks up a seed and shows Miss Jenkins].

Miss Jenkins: What is that?

Jaden: Seed.

Miss Jenkins: Good, you have your seed. What do you need to do next?

Jaden: Make a hole!

Miss Jenkins: That's right, you need to make a hole for your seed. Look at the tools, do you think you need a big tool or a small tool for your seed?

Jaden: Small. [He picks up a small spoon]

Miss Jenkins: That's right Jaden. You used the spoon because it's smaller, just like your seed. Now, what do you need to do next?

Jaden: Put the seed in!

Miss Jenkins: Now, let's try with a bulb [she passes Jaden a bulb]. Uh oh. I don't think the spoon will work this time!

Jaden: Oh no!

Miss Jenkins: Is the bulb bigger or smaller than the seed, Jaden?

Jaden: Bigger

Miss Jenkins: Yes, the bulb is bigger. So, do you think you need a bigger tool or a smaller tool to dig a hole for the bulb?

Jaden: The biggest one! [he picks up a trowel]

Miss Jenkins: Good choice. You chose a trowel. The trowel is bigger than the spoon. Let's see if it makes a bigger hole for your bulb.

Task: Take notes while the facilitator models how the module principles appear in the first scenario.

Module Principle	Response
Plan a knowledge-rich curriculum	
Sequence content so it logically builds	
Use questioning to deepen understanding	

Scaffold for success	
Other notes:	

We do

There are two 'We do' scenarios. Read and analyse each scenario with the following questions in mind. Use the table below the scenarios to write your response.

1. Where can you see evidence of the module principles in the scenario?
2. What impact do the module principles have on the teacher's actions and practice?

We do – Scenario 1

Mrs Patel has thoughtfully adapted her year 7 PSHE lesson for pupils with social, emotional and mental health (SEMH) needs. These pupils benefit from structure, visual supports and explicit emotional-regulation teaching. Throughout the unit, pupils have been building a shared vocabulary for feelings, beginning with simple emotions like happy, sad and angry before gradually adding more nuanced words such as frustrated, annoyed and nervous. Alongside this, they have been learning to recognise their own emotional states using the Zones of Regulation (Kuypers, 2011), identifying whether they are in the Blue, Green, Yellow or Red Zone and practising strategies to help them return to a calm, ready-to-learn state.

To prepare pupils for a more complex activity, Mrs Patel begins the lesson with circle time. She uses a Zones poster and a mirror so pupils can look at their own facial expressions and match them to the Zones. She asks questions that revisit prior learning, ensuring that pupils are supported with visuals, for example:

- When we are in the Blue Zone what could help us feel better?
- When we are in the Red Zone what might help us calm down?

She then shows an emotion card with an angry expression and models her thinking aloud, using a mirror to demonstrate the facial cues: "This is Sam. He has kicked his football over the fence and is feeling frustrated. I can see he is in the Yellow Zone because his eyebrows are down and his mouth is tight. What might Sam do to help himself move back towards the Green Zone?"

To further support pupils, Mrs Patel offers a visual choice board with several options, enabling pupils to select an answer independently. Mrs Patel summarises their ideas clearly: taking time and space, deep breathing, counting to ten and talking to a trusted adult. She also reminds the class of trusted adults within the school.

She explains that today pupils will be thinking about how others might feel and what they could do to regulate their emotions, using the learning questions displayed with Zone-coloured visuals:

- Which Zone might they be in?
- What could they do to feel better?

Mrs Patel reminds pupils of the routine and expectations: quiet thinking time, partner discussion, then whole-class sharing, so expectations feel predictable and manageable. She presents each scenario with an emotion card and a Zone colour chart. After each one, she pauses to give pupils processing time before they talk with a partner.

To extend their reasoning, she ends the lesson with a challenge that removes the visual emotion card but keeps the Zones scaffold in place: “It is Aisha’s first day at a new school. Which Zone might Aisha be in?” followed by “What might she do to help herself move towards the Green Zone?”

We do – Scenario 2

Mr Gibson’s year 5 class have been exploring feelings and language through their class text, ‘Charlotte’s Web’ by E.B. White. This is part of a cross-curricular unit linking Literacy with PSHE and pupils’ Personal Learning Goals. In previous lessons, pupils have been introduced to simple emotional vocabulary and have practised identifying how characters might feel using Colourful Semantics (Bryan, 1997) and Zones of Regulation (Kuypers, 2011).

Mr Gibson has carefully considered the significant learning needs within his class and the additional processing time they require. Pupils in this class have primary needs of global developmental delay and language processing difficulties. In this lesson, he selects a short, simplified extract from the penultimate chapter, where Wilbur says goodbye to Charlotte, and prepares a highly structured sequence of activities that build on what pupils already know. His aim is for pupils to begin noticing how an author’s language can create a feeling or mood. He wants them to connect this to the emotional vocabulary they have been developing in PSHE.

At the beginning of the lesson, Mr Gibson revisits key feelings vocabulary displayed on the Zones of Regulation board. He then reads the short extract aloud, pausing frequently to allow processing time. He uses props, such as character puppets, to support understanding. After reading, he asks pupils to turn to a partner and respond to a simple prompt supported by visuals:

“How does this part make you feel?” Pupils choose from picture cards such as sad, worried, calm or kind, and place them on a Colourful Semantics ‘feeling’ frame.

Next, he supports pupils to check their individual schedules, which direct them to the specific station on the Carousel they need to access for their work. Each activity is linked to exploring how the author shows feelings and emotion in the text. They are designed in a way to promote independence, reduce cognitive load and support smooth transitions between each station.

At Station 1, pupils are asked to match key words from the extract to emotion colours, using a visual word bank and Colourful Semantics feeling frame.

At Station 2, pupils sort picture prompts and simple phrases from the story into mood categories, identifying whether they belong to different emotions such as sad, happy or worried.

At Station 3, pupils build short sentences using Colourful Semantics (who? what? doing? feeling?), such as “Charlotte whispered. She felt sad.”

At the enhancement station (tuff tray), sensory resources such as straw, kinetic sand for Wilbur’s mud, cotton-wool “egg sacs,” textured web strings made from wool, small animal figures and emotion stones are provided for pupils who may benefit from a more hands-on, exploratory activity.

After the carousel, Mr Gibson brings the class back together to focus on a single line from the text:

“Good-bye!” she whispered.

He displays the words 'said' and 'whispered' with picture cues showing loud and quiet voices. He asks pupils to choose how each word makes the sentence feel, using emotion cards and Colourful Semantics feeling frames.

By planning a carefully scaffolded sequence of visual, language-rich activities, Mr Gibson enables pupils with processing difficulties and significant learning needs to access the emotional meaning of the text. He carefully plans to revisit the activities and language used in this lesson over the course of the week to support pupils' understanding.

Analysis		
Module Principle	We do scenario 1	We do scenario 2
Plan a knowledge-rich curriculum		
Sequence content so it logically builds		
Use questioning to deepen understanding		
Scaffold for success		
Other notes:		

Task: share in pairs.

Notes:

Task: share with the group.

Reflect and record: Reflect on the group discussion and record your final thoughts on the 'we do' scenarios.

Notes:

Option A: Non-example

Read and analyse

Mrs Patel is teaching a PSHE unit to her year 7 class, whose primary needs are social, emotional and mental health (SEMH) difficulties. These pupils benefit from structured routines, visual supports and explicit teaching of emotional regulation.

Throughout the unit, pupils have been building a shared vocabulary for feelings, beginning with simple emotions like happy, sad and angry before gradually adding more nuanced words such as frustrated, annoyed and nervous. Alongside this, they have been learning to recognise their own emotional states using the Zones of Regulation, identifying whether they are in the Blue, Green, Yellow or Red Zone and practising strategies to help them return to a calm, ready-to-learn state.

Mrs Patel begins the lesson by showing the class an emotion card with an angry expression and models her thinking aloud: "This is Sam. He has kicked his football over the fence and is feeling frustrated. I can see he is in the Yellow Zone because his eyebrows are down and his mouth is tight. What might Sam do to help himself move back towards the Green Zone?"

Mrs Patel shares some answer options with pupils and asks them to choose one, such as taking time and space, deep breathing, counting to ten and talking to a trusted adult. She also reminds the class of the trusted adults within the school.

She explains that today pupils will be thinking about how others might feel and what they could do to regulate their emotions, using the learning questions displayed with Zone-coloured visuals:

- Which Zone might they be in?
- What could they do to feel better?

Mrs Patel reminds pupils of the routine and expectations: quiet thinking time, partner discussion, then whole-class sharing, so expectations feel predictable and manageable. She presents each scenario with an emotion card and a Zone colour chart. After each one, she pauses to give pupils processing time before they talk with a partner.

When she listens in to pupils' responses, she notices that they use quite simple vocabulary from earlier lessons. Their suggestions are similar across the scenarios, such as 'talk to a friend'. Mrs Patel is unsure why pupils are not drawing on the fuller range of vocabulary and strategies from the unit. She encourages pupils to build on their answers in the final scenario: "It is Aisha's first day at a new school. Which Zone might Aisha be in?" followed by "What might she do to help herself move towards the Green Zone?"

Answer the following questions:

1. Which of the module principles are **not** present in this scenario? (there may be more than one)

- > Plan a knowledge-rich curriculum
- > Sequence content so it logically builds
- > Use questioning to deepen understanding
- > Scaffold for success

Provide your reasoning for the missing module principle(s):

2. What impact does the missing module principle have on the scenario?

Option B: Practice/Planning task

Commented [LW2]: This template needs to be copied over to the other workbooks

Task:

1. Identify an upcoming lesson that you are going to teach.
2. Identify the content you want pupils to think hard about.
3. Plan a sequence of questions that logically builds from consolidation to stretching pupils thinking.
4. Consider the scaffolds that pupils might need to access the task and answer the questions.

Module Principle	Prompt questions:
Plan a knowledge-rich curriculum	Have you specified exactly what it is that you want pupils to learn?
Sequence content so it logically builds	Does the content build in a way that is logical for the subject matter? Have you built on pupils' prior knowledge?
Use questioning to deepen understanding	Do the questions get pupils to think about the most important ideas or concepts in the lesson? Do the questions encourage pupils to extend their thinking? Do the questions build in complexity?
Scaffold for success	What do you think are likely barriers to pupils accessing the task? How will you use scaffolding to support all pupils to access the task? How might the scaffolds you use be faded, or removed, over time?

Plan:

Share your planning task with a partner, ask them to provide feedback on the prompt questions.

Module Principle	Prompt questions:
Plan a knowledge-rich curriculum	Have they specified exactly what it is that they want pupils to learn?
Sequence content so it logically builds	Does the content build in a way that is logical for the subject matter? Have they built on prior knowledge?
Use questioning to deepen understanding	Will the questions get the children to think about what you want them to? Do the questions encourage pupils to extend their thinking? Do the questions build in complexity?
Scaffold for success	What do they think are likely barriers to pupils accessing the task? How have they use scaffolding to support all pupils to access the task? How have they considered how the scaffolding might be removed over time?

Feedback notes:

Reflection

- > As you were planning, which of the module principles felt most natural to you? Which principles do you think you are already using to support pupils to think hard?
- > Which of the module principles do you think you are not yet using, or do you find more challenging?
- > What are your next steps in response to this clinic? What or who will support you to achieve these?

Notes:

Option C: I Do 2

Task: Take notes while the facilitator models how the module principles appear in this scenario.

Mr Bennett is a teacher in a secondary specialist school, working with a year 8 class with communication needs. Most pupils in his class are supported one-to-one by learning support assistants (LSAs). In mathematics this term, his class have been learning about the properties of 2D shapes, including concepts such as parallel lines and symmetry.

This lesson, Mr Bennett would like pupils to further consolidate their knowledge, as well as deepen their understanding of geometrical reasoning. Mr Bennett knows that reasoning can be a challenge for some of his pupils due to their communication and interaction needs, so he has planned to scaffold the activity to support them to give a reason for their answers.

Mr Bennett begins the lesson with a retrieval activity prompting pupils to review some of the key vocabulary he would like them to use during the lesson, such as 'equal' and 'symmetry'. These words are projected on the board with a visual reminder and available on individual word mats to support pupils.

Prior to beginning the activity, Mr Bennett introduces the word 'reason' and asks pupils if they know what this word means. When no pupil offers an answer Mr Bennett defines 'reason' for pupils, then models how to provide a reason for the following statement:

'A rectangle has two pairs of equal sides.'

He demonstrates using the word 'because' to explain his answer: "I think this is true because a rectangle has two long sides that are the same length, and two short sides that are the same length."

Mr Bennett then leads a whole-class shared example to build pupils' confidence. He provides prompt questions, such as "How do you know?" and "Can you show me with your shapes?" to encourage reasoning.

Mr Bennett also provides a template for pupil responses in order to reduce cognitive load. This template includes a sentence starter (using true/false) and the word 'because'. He asks pupils to work with a partner, or their LSA, to complete an activity where they decide if the statement on the board is true or false and use the template to explain their answer.

Toward the end of the activity, he provides a more challenging statement to pupils:

Statement: Triangles always have a line of symmetry.

Word bank (with visuals): irregular, regular, equal, unequal, symmetry.

Mr Bennett circulates the room. He knows that some pupils may only think to consider one type of triangle (an equilateral) in relation to the statement, so is particularly looking out for this as he listens to their answers. When he sees that this is the case for a couple of pupils, he asks "Is this true for all triangles?" "Are there different types of triangles? How might this change your answer?"

Mr Bennett monitors the class to consider how much more time the pupils need to complete their answers, where some have finished ahead of others he uses this opportunity to develop their communication skills by asking them to share their answers with each other.

Commented [LW3]: @Chloe Wardle We have an ASD example in the I do, so could change this here and I also wonder if year 4 should change to a secondary year group...I'm wondering if it's 'Mr Biernat is a teacher in secondary specialist school, teaching a KS4/Year 9 class with moderate learning difficulties (MLD).' ?

Commented [LW4R3]: Could also say communication needs, or take it out of the start completely as it's mentioned later

Commented [CW5R3]: 100% - I've changed already so please do check the wording if you see this :)

Commented [LW6R3]: Great, thank you I tweaked the statements a bit so have put it to Year 8!

Once Mr Bennett feels that pupils have had enough time to complete the activity, he welcomes pupils to volunteer their answers. To do so, he offers a choice of them reading it aloud themselves, an adult reading it for them, or sharing it with an adult only.

Module Principle	Response
Plan a knowledge-rich curriculum	
Sequence content so it logically builds	
Use questioning to deepen understanding	
Scaffold for success	

Close

Reflection

1. Of the module principles, which do you already use to help you to support pupils to think hard?
2. Which of the module principles will you use more in order to support you to:
 - a. Support pupils to think hard through talk tasks?
 - b. Scaffold challenging tasks so they are accessible for all?

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